

Enhancing Writing Ability of The Seventh Grade In SMP Negeri 3 Parepare Through Guided Inquiry Method

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ABSTRACT

The result research of students in grade VII.4 of SMP Negeri 3 Parepare showed that student learning outcomes were still relatively low, namely that the learning completeness score only reached, which had not achieved DEPDiknas 2015 standards of 75. This research used quasi-experimental design with two groups namely pre-test and post-test. The population of this research was the seventh grade students of SMP Negeri 3 Parepare of gazal semeste in academic year 2017/2018 with sample taking technique which was clustering random sampling consisting of 58 students from two classes taken from the seventh grade population, where class VII.4 is an experimental class and VII.5 as a control class.

The results showed that the learning process using guided inquiry method could improve students' writing ability, based on the results of the research in Chapter IV it was known that the average score of learning outcomes before applying guided inquiry method or giving a pre-test was 60.00 from the DEPDiknas 2015 standard score with the learning outcomes category in the low category. After applying the guided inquiry method, the researcher obtained the results of the average score of students in the post-test was 79.82. Based on data analysis through the test formula shows the final t-test (6.39) was higher than the value of t-table (2.000). This showed that H_0 is rejected and H_1 is accepted, students who are taught to use guided inquiry methods are more effective than guided discovery methods.

Keywords: Guided Inquiry Method, The Student Achievement

ABSTRACT

Ayunitasari, 2018. Peningkatan kemampuan menulis siswa kelas tujuh di SMP Negeri 3 Parepare melalui metode inkuiri terbimbing. Dibimbing oleh Patahuiddin dan Khairunnisa Hatta.

Hasil penelitian pada peserta didik kelas VII.4 SMP Negeri 3 Parepare menunjukkan bahwa hasil belajar siswa masih tergolong rendah yaitu dengan nilai ketuntasan belajar hanya mencapai , yang belum memenuhi standard Depdiknas 2015 yaitu 75. Berkaitan dengan hal tersebut , maka digunakan model pembelajaran guided inquiry method. Penelitian ini dilaksanakan untuk meningkatkan kemampuan menulis siswa kelas VII.4 dengan menggunakan guided inquiry method.

Penelitian ini menggunakan desain kuasi-eksperimental dengan dua kelompok yaitu pre-test dan post-test. Populasi penelitian ini adalah peserta didik kelas VII SMP Negeri 3 Parepare semester genap tahun ajaran 2017/2018 dengan teknik pengambilan sample yaitu clustering random sampling yang terdiri dari 58 siswa dari dua kelas yang diambil dari populasi kelas tujuh, dimana kelas VII.4 sebagai kelas eksperimental dan VII.5 sebagai kelas control.

Hasil penelitian menunjukkan bahwa proses pembelajaran menggunakan metode inkuiri terbimbing dapat meningkatkan kemampuan menulis siswa, berdasarkan hasil penelitian bab IV diketahui bahwa nilai rata-rata hasil belajar sebelum diterapkan metode inkuiri terbimbing atau pemberian pre-test yaitu dari nilai standar DEPDIKNAS 2015 dengan kategori hasil belajar berada pada kategori rendah. Setelah diterapkan metode inkuiri terbimbing , maka peneliti memperoleh hasil nilai rata-rata siswa di post-test yaitu . berdasarkan analisis data melalui rumus uji menunjukkan t-test akhir (6.39) lebih tinggi daripada nilai t-table (2.000) . Hal ini menunjukkan bahwa H0 ditolak dan H1 diterima, siswa yang diajarkan menggunakan metode inkuiri terbimbing lebih efektif daripada metode discovery terbimbing .

Kata Kunci: Metode Inkuiri Terbimbing, Hasil Belajar Siswa

INTRODUCTION

Writing is one of skills in English. Harris (1993: 10) states that “writing is a process that occurs over a period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an initial draft.” Furthermore, he also states (1993: 122) that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system. Teachers need to strive continually to find the best way to help pupils find fulfillment as writers. In learning English have four skills that must understand the students, they are reading, listening, speaking, and writing. Besides, pupils must comprehend and understand the writing procedure which one good and true.

Writing ability will not appear as automatically but have through practice. Another definition comes from Byrne (1997: 1) who states that writing is the act of forming letters or combination of letters: making marks on flat surface of some kind. It is more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words, and words arranged to form sentences. From the definition above it can be concluded that writing is the production of graphic symbols which have to be arranged according to certain conventions to form meaningful words, sentences, etc.

Based on the research in SMP Negeri 3 Parepare to take 28 samples from population seventh class and divided papers to students and then ask them to write a text about description, the average score that be achieved is 52,6. So that the researcher concludes that the students of writing skill are low. The score is categorized low based on Depdiknas 2016.

Moreover based on the research, achievement problems in writing are influenced by way or method of the teacher in delivering material is less understand by students. The data get through distribution questioners to 28 respondents, 89% of the students state that they can not understand the method that is used by the teacher, 11% state that they can understand the method that is used by teacher.

The problems appear in teaching writing need application learning method that exactly by the teacher to improve learning quality such as quality process and result. Relate the thing, a teacher is tended to can create learning that interactive and interest. One of effort that can do namely applying of learning method that innovative and

appropriate with learning material. Then the researcher hypothesis that must any solution or problem solving with way apply learning method that can developing student's writing.

Therefore, the researcher presents alternative of learning method of writing. The method namely Guide Inquiry Method, is a process to answer questions and try to solve it in a logical way or the facts and using research. Inquiry is a learning process based on searching and inventions through systematic thinking. Guided inquiry, which is the focus of this research study, has a prominent feature, which is that "the teacher provides only the materials and problem to investigate, while students devise their own procedure to solve the problem" (Colburn 2000, p. 42). This research method is supported by the role of students and how they analyze it by using their mindset. This strategy was used to develop student's writing skill in developing the mindset to access the growth / development of their capability. So the researcher formulates a title "Enhancing Writing Ability of Seventh Grade Students in SMP Negeri 3 Parepare through Guide Inquiry Method".

PROBLEM STATEMENT

Based on the problem the students ability of writing are low because the method that be used in the class is not effective. Therefore the researcher formulates the research question.

"Is the use of guided inquiry method able to enhancing writing ability of the seventh grade students of SMP Negeri 3 Parepare"

METHOD

The method of the research that the researcher apply was quasi experimental design which involved two clases with different treatment, namely experimental class and control class. Where the experimental class received a treatment by using mind mapping technique while the control was treated through conventional ways or existing learning process. The treatment was carried out in four meeting. The allocation of the time is 90 minutes and the test will be replay at least 3 times while student answer the pre test, the researcher collects and analyzes the student assignment.

FINDINGS

The findings were obtained through writing test at the seventh grade students of SMP Negeri 3 Parepare in academic year 2017/2018. The researcher applied all procedures that had been showed in the previous chapter. The reseacher gave two term of test, they were pre-test and post-test. After that, it was continued by analyzing the the pre-test and post-test score of both classes, experimental class and control class by using manual. In this research, the researcher found the significance different of students' writing ability in pre-test and post-test

1. The frequency and rate percentage scores of pre-test and post-test of experimental class

Qualification	Predicate	Score	result of conversion	Pre-test		Post-test	
				F	%	F	%
		86 –					
Very good	A	100	4.00			3	10.71 %
Good	B	71 – 85	3.00	2	7.14 %	23	82.15 %
Fair	C	56 – 70	2.00	16	57.14 %	2	7.14%
Poor	D	≤ 50	1.00	10	35.72 %		
Total				28	100%	28	100%

Table 4.1. scoring classification of the experimental class on pre-test and post test.

The table showed the students' performance of experimental class in writing test before and after giving treatment. In pre-test, from 28 students, 2 (7.14 %) students were in good classification, 16 (57.14 %) students were in fair classification , and 10 (35.72 %) students were in poor classification. In post-test , after giving treatment, 3 (10.71 %) students were in very good classification, 23 (82.15%) students in good classification, 2 (7.14 %) students were in fair classification.

Based on the table 4.1, it meant that most of the students in the experimental class got fair and poor classification in pre-test but in the post-test they got good classification. The result of the pre-test in experimetal class was not suitable with that the researcher expected. But in the post-test the researcher had seen an increasing. It means that the use of guided inquiry method able to enhance the students; writing ability.

2. The frequency and rate percentage scores of pre-test and post-test of control class

Qualification	Predicate	Score	result of	Pre-test		Post-test	
			conversion	F	%	F	%
		86 –					
Very good	A	100	4.00				
Good	B	71 - 85	3.00	4	13.33%	9	30.00%
Fair	C	56 - 70	2.00	9	30%	16	53.33%
Poor	D	≤ 50	1.00	17	56.67%	5	16.67%
Total				30	100%	30	100%

Table 4.2 scoring classification of the control class on pre-test and post test

The table showed the students. Score of control class in pre-test and post-test. In pre-test there were 4 (13.33%) students in good classification, 9 (30.00%) students were in fair classification, and 17 (56.67%) students were in poor classification. In post-test after giving treatment, there were 9 (30.00%) students were in good classification, there were 13 (48.14%) students were in fair classification and 16 (53.33%) students were in poor classification and 5 (16.67%) students in poor classification.

Data from the table illustrate the enhancement of students' after giving treatment through guided discovery method in teaching writing ability. It revealed that before giving treatment the writing achievement of the students was categorized poor classification, meanwhile after giving treatment the students' achievement had not seen an increasing into good classification. It meant, there was no significance improvement of students' score.

3. The mean score and standard deviation of pre-test and post test

The mean score and standard deviation of both classes after calculating result of the students' pre test are presented in the following table:

The test of	Mean Score	Standard Deviation
experimental class		
Pre-test	60	9.62
Post-test	79.82	5.52

Table 4.3 The mean score and standard deviation of pre-test and post-test in experimental class

This table showed that the main score of students' writing ability in post test (79.82) was higher than the mean score in pre-test (60.00). It means that the students' writing ability is enhanced.

The test of control class	Mean Score	Standard Deviation
Pre-test	57.00	12.57
Post-test	66.83	9.42

Table 4.4 The mean score and standard deviation of pre-test and post-test

This table showed that the mean score in post test (66.83) was also higher than the mean score in pre-test (57.00). It means that the students' writing ability both experimental and control class were increased. The different was that the improvement in experimental class was higher than in control class. In experimental class the main score improved in good classification, while in control class the mean score was still in fair classification.

4. The gain score of the students

The gain score of the students was described in the following table:

Table 4.5: The gain score of the students' reading comprehension

Sample	Pre-test	Post-test	Gain score
Experimental	60.00	79.82	19.82
Control	57.00	66.83	9.83

Table 4.5 the gain score of the students

Table 4.5 showed that the gained score in experimental class was greater than control class. It means the improvement in experimental class was more significant than control class. Therefore, the students who were taught guided inquiry method got higher enhance in writing ability than the students who were through guided discovery method.

DISCUSSION

In this part the researcher discussed the result from the findings. In discussing the findings, the researcher would be confirm the theories and some findings in chapter II. The result of this research would be discussed according to the scope of the research. This research was conducted would three steps: pre-test, treatment, and post-test.

In pre-test the students were given writing test, both experimental class and control class. The result of pre-test showed that the students' writing ability was still low. The

students' mean score in experimental class was 60.00. While in control class was 57.00. This research was supported by some research findings, they are Yuniati Ulfah Milatasari (2016), Naryani (2017) and Akhirotul Faizatin Nisa (2014). They found that the students' writing ability was still low in pre-test. It was because the technique teaching using by the teacher is not diverse or monotonous.

The next step was giving students treatment. After knowing the students prior writing ability through pre-test, the researcher gave treatment to the students. The researcher gave treatment to the students for four meetings, both experimental and control class. In this four meetings, the researcher taught students writing by using guided inquiry method for experimental class and discovery guided method for control class. The material taught was descriptive text about my lovely cat my house, my school, and my family. During the period of treatment, the researcher taught the students' about the material and help them to use these techniques to increase their writing ability. After giving treatment the researcher gave students post-test. In post-test, the students' mean score in experimental class was 79,82 with the standard deviation 5,52.

In control class the mean score in pre test 57 with standard deviation 12.57. If this compared with the mean score in post test 66.83 with standard deviation 9.42. It can be seen that the students' writing ability in control class was also increased even though is not significantly as experimental class.

The result of pre-test and post-test in both experimental and control class show that the using guided inquiry method was better in improving the students' writing ability than the use discovery guided method in teaching writing. In treatment, the researcher gave the same materials for both class, the only difference was the researcher taught writing in experimental class by using guided inquiry method while in control class the researcher taught writing by using guided discovery method.

The students writing ability in experimental class was increased from the mean score (60 increased to 79.82) with gain score 19.82 while in control class the students' writing ability also increased even though not significantly before and after giving treatment (57 to 66.83) with gain score 9.83. It means that the implementation of guided inquiry method better than use of discovery guided method. After applying in t-test value in post test was 1,5 while the t-test value in post-test was 6.39 with t-table value with the degree freedom (df) = $N_1 + N_2 - 2 = 56$, the test value of post test were significantly different with t-table which is 2.000.

The result of the data analyses indicates that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted because t-test value (6.39) is greater than t-table value (2.000) or in other words the probability is smaller than the level ($\alpha=0,05$). It means that the using guided inquiry method able to enhance writing ability of the seventh grade students at SMP Negeri 3 Parepare better than the use of discovery guided method.

CONCLUSION

Based on the findings and discussion in the study, it could be concluded that the use of guided inquiry method could enhance the writing ability of the seventh grade students of SMP Negeri 3 Parepare. The score of the students before and after taught through guided inquiry method better and higher. In the pretest, the average score is 1.5 while the average score in posttest is 6.39. Although is shows a slight difference between two means, the result showed that posttest was better than pretest. The researcher found through guided inquiry method in teaching writing ability was better than guided discovery method to enhance the writing ability of the students.

SUGGESTION

Based on the result of data analysis and conclusion of this research, the researcher would like to give suggestion for the future researcher and also of the teacher and students as follows:

1. For the English teacher: the researcher is suggested that the use guided inquiry method as teaching writing ability to enhance the students' writing ability. In addition, it should be used in teaching writing to make the writing teaching interesting.
2. The researcher can use some method in the classroom to make the class be fun, enjoyed, and interesting for students in teaching English. One of various teaching which were able to enhance writing ability through guided inquiry method.
3. For the next researcher: the researchers are suggested to use this research result as a reference to conduct a further research dealing with a similar topic by using different language skills or language components with a different research area and research design to improve the students' writing ability.

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